

TAWHID BOYS SCHOOL - EQUALITY AND ACCESSIBILITY POLICY 2020-2023

INTRODUCTION

This Policy is a statement of the principles and practices at Tawhid Boys School to ensure all people with disabilities, pupils, staff and visitors have full access to the physical environment and to the learning opportunities and the cultural and social life of the school. Underpinning this Policy is the value that all people, regardless of their abilities and disabilities, are to be treated fairly, with respect, and have an entitlement to equality of opportunity. By adjusting the environment some disabilities are minimised and the environment becomes accessible to all. This policy should be read alongside the Equality Act 2010.

EQUALITY ACT 2010

The Equality Act 2010 protects individuals from discrimination. The following characteristics are protected characteristics.

- Age
- Disability*
- Marriage & Civil Partnerships
- Pregnancy & Maternity
- Race
- Religion or Belief (including lack of belief)
- Sex
- Sexual Orientation
- Transgender

**Defines a disabled person as someone who has 'physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.*

Discrimination can take place in two ways:

- Treating a person 'less favourably' than others for a reason relating directly to their disability.
- Failing to make 'reasonable' adjustments to ensure that they are not placed at a 'substantial disadvantage' for a reason relating to their disability.

MISSION STATEMENT

At Tawhid, we are committed to ensuring equality of education and opportunities for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Tawhid, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

PRINCIPLES

- The school environment is as accessible as possible to pupils, staff and visitors to the school, given that the school has been established within a converted Victorian dwelling. Therefore, to increase physical accessibility to the premises is limited.
- All pupils at Tawhid will play a full part in the life of the school and have opportunities to represent the school both internally and in the community.
- Any bullying and harassment of disabled pupils and staff will be monitored and the information acted on.
- Disability is portrayed positively in school books, displays and discussions, such as pupil forums and school and class assemblies.
- The school will take part in events which promote greater understanding of the diverse needs of people with disabilities
- Information is available to parents, visitors, pupils and staff in a variety of formats to support accessibility. School communication will avoid the use of jargon and use a 'plain' English approach
- A regular accessibility review is undertaken to ensure that there is forward planning to cater for changes in the school population.
- Pupils at Tawhid are encouraged to be as independent as possible.

ACCESS TO THE CURRICULUM

All staff need:

- To Ensure all pupils are communicated with using appropriate formats, communication aids, font sizes, and clear positioning to support understanding and accessibility.
- To ensure all pupils play outside in the playground at lunchtime having full access to the social and leisure opportunities at Tawhid.
- To ensure all pupils have a broad and balanced curriculum and are not excluded from activities due to their physical/sensory disabilities.

MONITORING

To meet the Disability Equality Duty, it is essential that all aspects of school life are monitored to identify whether there is an adverse impact on our pupils with disabilities. The following will be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)
- Access issues are invited from staff on an on-going basis.

Area To Be Addressed: Accessibility of Information
<p>Goals & Targets:</p> <ol style="list-style-type: none"> 1. Increase the availability of written information in other formats 2. Work with Local authorities and other schools in Hackney to identify and implement best practice on delivery of information to pupils with disabilities.
<p>Strategy & Implementation:</p> <ol style="list-style-type: none"> 1. Work with Local authorities to develop bank of resources accessible in other formats (e.g. <u>large print</u>, <u>audio cassette</u>). SENCO to have on-going liaison with The Hackney Education Services. 2. Identify wherever possible the preferred method of communication with disabled pupils and their parents/carers. To be carried out by class teacher during the Autumn Term each year.
<p>Monitoring and Evaluation:</p> <p>Progress towards meeting the goals and targets will be monitored:</p> <ul style="list-style-type: none"> • By feedback from parents and disabled pupils • Through termly meetings of the governing body's SDC • As part of the school self-evaluation process (SIEF)

Area To Be Addressed: Physical Accessibility
<p>Goals & Targets:</p> <ol style="list-style-type: none"> 1. To reduce physical barriers to inclusion
<p>Strategy & Implementation:</p> <ol style="list-style-type: none"> 1. Ensure accessibility is considered in all future purchase decisions of equipment 2. Work with neighbouring schools to share resources where possible 3. Improve physical accessibility to school building as local planning laws and funding allows
<p>Monitoring & Evaluation:</p> <p>Progress towards meeting the goals and targets will be monitored:</p> <ul style="list-style-type: none"> • Through termly meetings of the governing body's SDC • As part of the school self-evaluation process (SIEF)

IN ADDITION

The role of Tawhid as a service provider:

Contact with parents and carers:

Our newsletter and information for parents and carers will be available upon request in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evening, meetings with teachers, are held in accessible parts of the buildings.

Hiring Transport

When hiring transport, the school will ensure that transport providers comply with their duties under the Equality Act 2010 and relevant statutory guidance. This includes requirements for accessible vehicles, non-discriminatory service, and appropriate assistance for disabled pupils. Transport providers must not refuse journeys or impose additional charges based on a pupil's disability, and must provide reasonable support to ensure safe and equitable travel.

Remote Learning

- During periods where pupils are ill or under-going treatment, the School will live stream to provide online remote learning to pupils where appropriate and feasible, to ensure continuity of education
- During periods when staff are unable to attend school, the School will support them to deliver remote teaching where health permits and where this is operationally viable

In the event of a national lockdown, local lockdown, emergency closure, or any situation requiring restricted attendance, the School will follow all current DfE guidance to:

- Provide remote teaching for all pupils required to learn from home.
- Ensure that all vulnerable pupils are able to attend school on site.
- Ensure that children of critical workers have access to on-site provision.
- Support families to access suitable devices for home learning, including through national schemes where available.
- Seek opportunities to work with community partners, charities, or potential donors to help secure devices for families who may be struggling to access remote learning.